School of English, Sociology, Politics & Contemporary History

SOCIOLOGY/CRIMINOLOGY

MODULE OPTION BOOKLET

Academic Year
2009 – 2010
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General Notes on the Booklet
FOR ALL STUDENTS

This booklet and your programme’s module options form
All undergraduate students currently in Level 1 and Level 2 must now choose their module options for next year. This booklet gives you a brief description of the modules planned for 2009-10. Not all of these modules will be available to you. The list of modules available to your particular degree programme is given on the module option form for your particular programme/level, available through the ESPaCH School Site on Blackboard (you may also obtain a hard copy of the form from the ESPaCH School office (310 Crescent House)). This booklet is a generic guide, which should be consulted alongside your particular module options form.

Please be sure to hand in your completed option form to the ESPaCH School office by the time stipulated. This year, some modules will be ‘capped’ at a maximum number of students, so unless otherwise stipulated, these will operate on a ‘first come, first served’ basis. There are also strict deadlines to which the School must adhere, so please decide quickly.

All forms must be returned by 2.00pm, Friday 27th March 2009. You may submit your form from 10.00am (you are strongly advised to submit your forms as early as possible to avoid any last minute rush!).

Modules in this booklet are provisional, and may be subject to change. Students will be notified if this happens and will be given their next module choice.

University-Wide Language Programme
The University runs a scheme which allows all students in Level 2 and Level 3 to take a foreign language module in place of one of their usual options (excluding core modules). These are taught in the School of Languages (with no extra fee involved for students). A language module will carry the full twenty credits and the mark obtained will contribute (as is the case with all other modules) towards your Level mark and, finally, your degree classification.

Some languages are taught from complete beginner’s level; others will develop students from GCSE or ‘A’ level standard. All will involve approximately two hours of teaching per week. Days and times will be confirmed in the summer.

NOTE: Because of the nature of language learning, each language module is run as a ‘long, thin’ module across both semesters of the academic year. Assessments will fall in both semesters. To accommodate this module, you must drop one of your usual ESPaCH modules in one semester. Please note that this means that in one semester you will be effectively taking 2.5 modules, and in the other, 3.5 modules.

The languages taught are listed towards the start of this booklet. If you wish to take a language, the process is simple: you should number your ESPaCH modules, according to your preference, on your module option form in the usual way. Then, enter the name of the language module you wish to take (including the stage) in the appropriate box on your form. You must also specify in which semester you wish to drop an ESPaCH module in order to take the language. Provided there are no timetabling clashes, you will take the language module in place of your least preferred option module in that semester (this may not include core modules).

We will contact you in August to say which modules you will be taking next year.
# Teaching Dates – Academic Year 2009/2010

## Academic Year 2009-10

<table>
<thead>
<tr>
<th>Induction Period</th>
<th>21 September - 27 September 2009</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
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<tr>
<td><strong>28 September 2009 - 24 January 2010</strong> :</td>
<td></td>
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<tr>
<td>28 Sept - 18 Dec (12 weeks)</td>
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<tr>
<td>11 Jan - 24 Jan (2 weeks)</td>
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<td>Total of 14 weeks</td>
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<tr>
<td>Christmas Vacation</td>
<td>19 Dec 2009 - 10 Jan 2010 (3 weeks)</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>25 JAN - 31 JAN 2010 (1 WEEK)</td>
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<td><strong>Semester 2</strong></td>
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<td><strong>1 February - 30 May 2010</strong> :</td>
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<td>1 Feb - 26 Mar (8 weeks)</td>
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<td>19 Apr - 30 May (6 weeks)</td>
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<tr>
<td>Total of 14 weeks</td>
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<tr>
<td>Easter Vacation</td>
<td>27 Mar - 18 Apr (3 weeks)</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>31 MAY - 6 JUN 2010 (1 WEEK)</td>
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<td><strong>Semester 3</strong></td>
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<tr>
<td><strong>7 June - 12 September 2010</strong> :</td>
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<tr>
<td>7 June - 12 Sep (14 weeks)</td>
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<tr>
<td>Total of 14 weeks</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>13 SEPT - 19 SEPT 2010 (1 WEEK)</td>
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SCHOOL OF LANGUAGES
University-wide Language Programme

- Why learn a language?

Businesses operate on a global scale
Graduates from abroad – with whom you are in competition for jobs – already speak two languages, and sometimes more! People are increasingly multilingual these days – don’t get left behind!

To increase your job opportunities at home and abroad
Many employers are more likely to want you if you can speak another language besides English. Even if you don’t need a foreign language at work, the fact you have studied one means you will have acquired a range of useful skills, such as communication, negotiation, self-discipline, teamwork – all vital in the world of work.

To broaden your horizons
Learning a language also gives you a flavour of the culture of the countries where it is spoken. This will help you to understand how other people operate. Even if you only have a smattering of the language, your efforts to speak it will be much appreciated – it is a step in the other person’s direction.

- Did you learn a language at school?

If so, don’t let the language skills you acquired go rusty. Pick the language up again on the University-wide Language Programme – or learn another one from scratch.

- You didn’t like languages at school?

How about giving it another try with all the interesting new multimedia materials available?

- So you might be interested?

Here are the languages you can choose from (subject to availability):

- French
- Spanish
- Italian
- German
- Japanese
- Mandarin Chinese
- English for non-native speakers

All language modules are long and thin, i.e., spread over two semesters, and are worth 20 credits. They are assessed by coursework (40%) and examination in May (60%). They consist (per week) of two hours of taught classes, plus one hour of non-timetabled self-access in the multimedia Language Resource Centre.

With the exception of English (which starts at Stage 4), all languages are offered at the following Stages (subject to sufficient student numbers):

- **Stage 1**
  - **Pre-requisite:** beginners or less than D at GCSE, or equivalent
  - **Content:** social/survival skills (e.g., talking about yourself, ordering food and drink, buying tickets etc.)
  - **Skills:** reading/listening/speaking/writing weighted 30%/30%/30%/10%

- **Stage 2**
  - **Pre-requisite:** B, C, or D at GCSE, or equivalent
  - **Content:** social/survival skills (e.g., talking about yourself, booking a hotel room, writing a letter etc.) and some revision of work covered at GCSE
  - **Skills:** reading/listening/speaking/writing all equally weighted
- **Stage 3**
  *Pre-requisite:* A or A* at GCSE, Grade C or below at AS Level, or equivalent  
  *Content:* topics such as work, travel, money; writing letters; some work related to your main programme of study (in self-access)  
  *Skills:* reading/listening/speaking/writing all equally weighted

- **Stage 4**
  *Pre-requisite:* higher grade at A or B at AS Level, grade C or below at A level or A2, or equivalent  
  *Content:* topics such as society, work, education, the environment; some work related to your main programme of study (in self-access); writing letters and CVs.  
  *Skills:* reading/listening/speaking/writing all equally weighted

- **Stage 5**
  *Pre-requisite:* Grade A or B at A level, or A2, or equivalent  
  *Content:* topics such as work, the environment, education, society; work related to your main programme of study (in self access); writing letters and reports.  
  *Skills:* reading/listening/speaking/writing all weighted equally.
Sociology Information

Information regarding the modules on offer is contained in the following pages. If you require any further details, please contact the module tutor specified.

Please consider your options carefully as once you have submitted your form you will be unable to change them.

As you are not necessarily guaranteed your preferred modules, please indicate your preferences for each semester in rank order (number them 1, 2, 3, etc.). If you are taking a joint/combined degree (e.g., CRIMSOC, CRIMCULT etc.), please number your modules separately in each category. Modules which under-recruit will not run, and some modules will operate with restricted numbers. If you are not able to take your preferred modules due to ‘caps’, you will default to the next available module on your list.

All students take six modules per year; usually three modules per semester unless a University-Wide Language module is chosen. In this case, please see the information in the box on page 3.

BSc (Hons) Sociology Levels 2 & 3
Understanding the Social World 1 (Semester 1) and Understanding the Social World 2 (Semester 2) are compulsory for Level 2 students, as are Readings in the Sociology of Deviance and Analysing Social Data. There are no compulsory modules at Level 3 for single honours Sociology students. Non-Criminology students may take only one Criminology module per academic year.

BSc (Hons) Sociology with Cultural Studies Levels 2 & 3
Understanding the Social World 1 (Semester 1) and Understanding the Social World 2 (Semester 2) are compulsory for Level 2 students, as are Readings in the Sociology of Deviance and Analysing Social Data. Additionally, students must choose two Cultural Studies modules. Level 3 students must choose two Sociology and one Cultural Studies module per semester. Non-Criminology students may take only one Criminology module per academic year.

BSc (Hons) Criminology Levels 2 & 3
All Level 2 students must take three Compulsory Modules, i.e. ‘Theoretical Criminology’ (which you will take in Semester 1); also ‘Readings in the Sociology of Deviance’ and ‘Analysing Social Data’ (these modules run across semesters 1 & 2). All Level 3 students must take the Compulsory Module Contemporary Research in Crime & Deviance.

*There will not yet be any level 3 students on this programme in 2008-09

BSc (Hons) Criminology & Sociology Levels 2& 3
Level 2 students must take the following compulsory modules: Theoretical Criminology and Understanding the Social World 1 (Semester 1), and Understanding the Social World 2 (Semester 2), Readings in the Sociology of Deviance and Analysing Social Data. There are no compulsory modules at level 3.

BSc (Hons) Sociology with Criminology Levels 2 & 3
Level 2 students must take the following compulsory modules: Understanding the Social World 1, Understanding the Social World 2 (Semester 2), Readings in the Sociology of Deviance and Analysing Social Data. There are no compulsory modules at level 3.

BSc (Hons) Criminology and Cultural Studies Levels 2 & 3
Level 2 students must take the compulsory module Theoretical Criminology, Readings in the Sociology of Deviance and Analysing Social Data. There are no compulsory modules at Level 3.

NOTE
Level 3 students studying Sociology; Criminology; Sociology with Cultural Studies; Criminology & Sociology; Sociology with Criminology; and Criminology and Cultural Studies, may choose to take a Dissertation, Enterprise Project or Group Project. These are completed over two semesters (equivalent to one module per semester) and give 40 credits. Alternatively, students may opt to write an Extended Essay during Semester 1 or Semester 2, in place of a specialist module. These modules can only be taken by students who achieve a level 2 mark of 55% or more.
Sociology Module Descriptions

Level 2, Semester 1

BRITISH WRITERS AND POPULAR CULTURE from the 1930s to 1980s (CRN 27552) (CRIMCULT AND SACS ONLY)
Dr Ben Harker
Level 2, Semester 1

This module will explore some of the ways in which British writers and intellectuals have represented and engaged with popular culture over a fifty-year period. We will be analysing the histories and meanings of terms such as ‘culture’, ‘popular culture’, ‘mass culture’, ‘highbrow’ and ‘literary’. These terms will be used to frame analysis of a wide range of texts including novels, essays, poems, television programmes, films and plays. Throughout the course we will be keeping a close eye on the period’s shifting historical and political contexts; questions around class, gender, sexuality and national identity will be at the forefront of our enquiries.

Set texts (likely to include most of the following):

**Novels:**


**Films:**
John Boultting dir., *Brighton Rock* (1947)
A selection of ‘Free Cinema’ documentaries.

**Television:** Philip Saville dir., *Boys from the Blackstuff* (1982)

**Assessment:** One 1,500 word essay mid-semester (25%) and one 3,000 word essay at the end of the semester (75%).

CINEMA AND PSYCHOANALYSIS (CRIMCULT AND SACS ONLY) (CRN 23518)
Dr Peter Buse
Level 2, Semester 1

This module introduces students to psychoanalysis by way of cinema and to cinema by way of psychoanalysis. It will ask whether key Freudian methods (such as dream interpretation), concepts (fetishism, wish-fulfilment) and narratives (the Oedipus and castration complexes) can illuminate a series of Hollywood and non-Hollywood films. In addition, the module examines how post-Freudian psychoanalysis, especially in its Lacanian and feminist manifestations, has been put to work in film theory since the 1970s. Particular emphasis will be placed on cinema as a visual medium and the ways in which film theory takes this into account in its appropriations of psychoanalytical terms such as the mirror-stage, the gaze, voyeurism, and scopophilia. Key writers we might draw on include Laura Mulvey, Christian Metz, Constance Penley, Mary Ann Doane and Carol Clover. The module will also introduce students to the basics of film style and genre criticism (we will study melodrama, *film noir* and horror).

Lectures will be used to explicate a range of psychoanalytical theories and methods and to provide background on film genre and film analysis. In seminars we will read key texts by Freud, Lacan and film theorists and analyse the set films in light of these readings. **An additional two hours will be taken up by weekly screenings.** Please note that you must make a commitment to attend screenings and be willing to watch films again using library viewing facilities.

**Set texts:**

We will study **eight or nine** films on the module. They are likely to include some of the following:

*High Fidelity* (Stephen Frears, 2000)
*King of Comedy* (Martin Scorsese, 1982)
*Kiss Me Deadly* (Robert Aldrich, 1955)
*The Lost Weekend* (Billy Wilder, 1945)
*Magnificent Obsession* (Douglas Sirk, 1954)
Nightmare on Elm Street (Wes Craven 1984)
Silence of the Lambs (Jonathan Demme, 1991)
The Terminator (James Cameron, 1984)
Vertigo (Alfred Hitchcock, 1958)
Women on the Verge of a Nervous Breakdown (Pedro Almodovar, 1988)

Assessment: This module will be assessed by a 1500-word diagnostic essay (25%) and a 2-hour examination (75%)

IDENTITIES AND INTERACTIONS (CRN 27414)
Dr Alex Dennis / Dr Rob Philburn / Prof Greg Smith
Level 2, Semester 1

This module introduces and explores a range of approaches to the study of human interaction. Instead of thinking about society as a ‘thing’, these approaches conceive of social life as the product of people’s activities – what they do and how they do it. The module will address three traditions in this perspective: the Chicago School, symbolic interactionism and ethnomethodology. As well as exploring these theoretical traditions, we will demonstrate how they can be applied in a wide range of fields – including health care, education, deviance, gender relations, urban life and ethnic difference. Students will be able to bring their own experiences and observations to bear in workshop sessions, where these approaches can be tested and elaborated. Observational (ethnographic) methods will be explained and used, providing a good grounding for independent study (e.g., the enterprise project or a dissertation).

Indicative reading

Assessment: essay (50%) and examination (50%)

POLITICAL ECONOMY (SCOFG & SACS ONLY) (CRN 28456)
Tutor: Dr Phoebe Moore
Level 2, Semester 1

Political Economy has referred to many things over the years. Through much of the 18th and 19th centuries it was the general term used to refer to the study of the production and distribution of wealth; what most would now refer to as ‘economics’. Key figures in this tradition included John Locke, Adam Smith, and David Ricardo (Karl Marx is often included in this context but, as anyone who bothers to read the titles of his books knows, Marx viewed his work as a critique of political economy). Through much of the 20th century, ‘political economy’ referred to the study of the interactions between politics and economics (in academic circles during the cold war, it was frequently used as a code word for Marxism). Today, and in addition to the foregoing, it is often used to refer to the application of the methods of economics toward the study political phenomena; the main example being rational choice theory. In this module, we will mostly be examining two interrelated sets of questions. Firstly, we will be examining how politics and economics came to be considered separate spheres of society. This includes examining the history of ideas as well as the struggles, laws, and institutions that were fundamental in separating the ‘market’ from ‘politics’. Toward this end, we will spend a fair amount of time reading key books from Louis Dumont and Karl Polanyi. Secondly, we will be examining the contemporary dynamics and vicissitudes of capitalism. This will include a review of key Marxist concepts and theories as well as related insights by such key thinkers as Joseph Schumpeter, Antonio Gramsci, and Immanuel Wallerstein. On completion of the module you should be able to: explain how ‘economics’ and ‘politics’ came to be understood as separate spheres; identify the main criticisms against classical political economy; identify key dynamics behind crises in contemporary capitalism; and understand the capitalist dimensions of globalization.

Indicative reading list
Harvey, David. Limits to Capital (Verso 2007). [for week 5, chapters 1-7; for week 6, chapters 8-13]


Assessment: a 3,000-word essay (40%) and a 2-hour exam (60%).

**POLITICAL SOCIOLOGY: PEOPLES, REGIMES, STATES, GOVERNMENTS AND SOCIETIES**  (CRN 26150)
Dr Carlos Frade and Dr Peter Bratsis  
Level 2, Semester 1

This module examines a number of sociological and political thinkers and problems fundamental for understanding contemporary forms of rule. The module moves from political philosophy and political sociology to social theory and its precursors, from Machiavelli to Weber, from the liberals to Tocqueville, from Marx to contemporary thinkers such as Clastres, Žižek, Badiou and Bourdieu.

In so doing the module will analyse major concepts and theories about the nature of the political in modern society and of the political regime in its main modern manifestations (modern democracy and bureaucracy, modern forms of despotism, etc.), the character of the modern state and of modern democracy, and the liberal regime and its main consequences. All throughout the issues of authority, domination and obedience, liberty and subjection, hegemony, conformity and resistance will be a regular focus of attention.

Assessment: Review Essay (2,000 words) 40%; Coursework Essay (3,000 words) 60%.

**THEORETICAL CRIMINOLOGY**  (CRN 17979)  (COMPULSORY for CRIM/CRIMSOC/CRIMCULT students)  
Dr Alex Dennis  
Level 2, Semester 1

*Theoretical Criminology* provides a critical analysis of the key theories within criminology. It will also provide a history of ideas about crime and justice. Through this critique and history, students will go deep below the surface of popular ideas of what crime is, why people commit it, and what penalty they should receive in return. Examples of the subjects we will cover include the Chicago School's sociological explanation of juvenile delinquency as a product of subcultural activity, the history of psychiatric concepts of deviant behaviour, the theory that social control amplifies deviance, explanations of male violence and female victimhood, New Left ideas of deviance as revolt against authority, and how each of these are relevant to contemporary policy and practice.

Textbooks:  

Assessment: Essay (50%) Examination (50%)

**THE URBAN IMAGINATION**  (CRN 14611) 
Dr Gaynor Bagnall  
Level 2, Semester 1

This module introduces and examines a wide range of sociological and other approaches (literary, cinematic, architectural) which seek to explore and represent the modern/postmodern city and metropolitan life. The module focuses on the processes of urbanisation and modernisation; utopian and dystopian visions of the urban environment; the contradictory concept of an urban community; forms of urban experience and perception; signs, simulation and consumption; urban surveillance, control and disorder.

Indicative Reading  
And / or  
Mike Davis (1990) *City of Quartz* (London: Verso)  

Assessment: Two 3,000-word essays each worth 50%.
UNDERSTANDING THE SOCIAL WORLD 1: FOUNDATIONS (CRN 17980)
COMPULSORY for SCOF, SACS, CRIMSOC, SOCRIM
Dr Carlos Frade
Level 2, Semester 1

The module aims:
1. To provide an understanding of the key theoretical perspectives within sociological inquiry via an exposition and interrogation of its classical forms.
2. To enable students to critically compare and contrast different sociological approaches and their implications for understanding the dynamics of social relations.

Indicative reading

Assessment: One 2,500-3000 word essay (60%); one review article on selected case studies (40% each)

UTOPIAS AND DYSTOPIAS (CRN 28773)
Convenor: Karl Dayson
Tutors: Lucy Armit, Carson Bergstrom, Karl Dayson, Alex Dennis and Ben Harker
Level 2: Semester 1

Idealised human societies, utopias, have played an important role in the development of literature, sociology and politics. These Brave New Worlds have envisaged societies where economic and gender divisions are eliminated, and/or where science and rationalism rule. But authors have also been interested in what happens when these societies go wrong, when dystopian nightmares dominate. The authors covered in the module include Thomas More, William Morris, Charlotte Perkins Gillman, H.G. Wells and George Orwell.

Indicative Readings:

Assessment: One 2500 essay (50%) and a 2-hour exam (50%)

WOMEN, VIOLENCE AND VICTIMISATION (CRN 27509)
Dr Jane Kilby
Level 2, Semester 1

The aim of this module is to explore the relationship between gender, violence and victimisation and as such it will introduce students to the most significant and provocative theoretical debates concerning masculinity, femininity, violence and victim experience. Specifically students will interrogate the reality of male violence and female victimisation via discussion of domestic violence, rape and femicide. They will also explore the women’s own acts of violence, including discussion of battered women who kill, infanticide and female serial killers.

Indicative Reading:

Assessment: Two 2, 000-word essays each worth 50%
The relationship between youth and crime has been presented by politicians and the media as a major social problem. New Labour has brought in a plethora of policies to try and tackle this perceived problem. This module explores the concepts of 'youth' and 'crime' and the links between them in society, theory and policy. The module considers two key questions: What are the causes of youth crime? What are the mechanisms by which youth crime has become seen as a major social problem.

**Indicative Reading**

**Assessment:** One essay of 2,000 words; one two-hour examination. The essay is weighted at one-third of the marks and the examination at two-thirds.
Level 2, Semester 2

ETHNOGRAPHIC TEXTS (CRN 14577)

The module looks at ethnography in social research. The first part of the module introduces ethnography as a research process and provides a good overview of what ethnography is and how it is done. The second part looks at ethnographic products by examining a series of case studies in which ethnographic methods have been employed. The module is invaluable for those considering qualitative research methods as apart of their dissertation in level 3. Teaching is delivered via a series of lectures and focused workshops.

Preliminary Reading

Assessment: Two 3,000 word essays, equally weighted

FEMALE GOTHIC (CRN 22197) (CRIMCULT AND SACS ONLY)
Frances Piper

The module will focus on a selection of Gothic novels and short stories by women. Students will be introduced to the themes and conventions of Gothic writing and to the specialised vocabulary of, and theoretical approaches to, the Female Gothic. We will explore the significance of various recurrent tropes and features such as: the uncanny, the abject, the absent/dead mother, convents, excess, the heroine, etc. Particular attention will be given to the historical and cultural context of the texts and students will be encouraged to consider how and why the Female Gothic evolved in the course of the nineteenth and twentieth centuries.

Primary Texts:
Ann Radcliffe, *The Italian* (1796)
Jane Austen, *Northanger Abbey* (1818)
Charlotte Brontë, *Villette* (1853)
Charlotte Perkins Gilman, ‘The Yellow Wallpaper’ (1892)
Daphne du Maurier, *Rebecca* (1938)
Angela Carter, *The Bloody Chamber* (1979)
Hideo Nakata (dir.), *Dark Water* (2002)

Assessment: The module will be assessed by a 1,500 word diagnostic essay (25%) and a 3,000 word essay (75%)

INDEPENDENT LEARNING (PLACEMENT) (CRN 14555)
(ESPaCH, EDU and Careers Service. Contact person: Dr Megan O’Neill)

Students on this module work in a placement of their choice, arranged with the help of the university, for a period of 6 to 8 weeks for the equivalent of one day per week. Alongside the placement there is a series of workshops designed to help students in the preparation of their assignments and to develop skills useful in the workplace. The placement enables students to test out career options, and it gives students the opportunity to put their academic learning and skills into practice. The emphasis in the module is on encouraging students to reflect on their learning in the module and to articulate their understanding in writing and in speech, to start the process of career planning and to make links between academic and practical knowledge.

Assessment: The module is assessed by a written report (30%), a reflective statement (30%), a CV with covering letter (15%) and by a presentation (25%).
POLICE AND POLICING (CRN 25623)
Dr Megan O’Neill
Level 2, Semester 2

This module explores the historical and contemporary significance of policing within national and international contexts. Students will explore issues such as:
- The history and birth of the modern police service
- The influence of police occupational culture on police work
- Current issues in policing such as Neighbourhood Policing and Police Reform
- Racism, homophobia and sexism in the police
- Private policing, surveillance and their relationships with the public police.

This module takes a theoretical perspective on policing studies, and students will be encouraged and expected to discuss policing critically, comparing and contrasting the available research on the police.

Indicative Texts

Assessment
Essay (2,500 words) (45%), Exam (45%), Seminar portfolio (10%). (NOTE: these assessments are provisional and subject to change).

SOCIODY OF WORK, EMPLOYMENT AND UNEMPLOYMENT (CRN 10290)
Prof Steve Edgell
Level 2, Semester 2

The purpose of this module is to consider the main changes in work, employment and unemployment during the twentieth century. It will examine the centrality of different forms of work and employment in the lives of men and women.

The module is designed to enable students to:
- appreciate social variations in the nature of work
- understand the changes in the patterning of work, employment and unemployment over time
- develop and awareness of the links between different kinds of work, employment and unemployment

Preliminary Reading
K. Grint The Sociology of Work 1991

Assessment
Essay 33.3%, examination 66.6%

SURVEILLANCE, PRISONS AND SOCIAL CONTROL (CRN 17985)
Dr Muzammil Quraishi
Level 2, Semester 2

The module seeks to examine surveillance and social control as features of the constitution of modern societies. It aims:
1. To enable a sound sociological understanding of surveillance systems and their constituent social processes, and their contribution to the nature and effect of social control
2. To understand the historical growth of prisons and their role in modern systems of surveillance and social control
3. To enable an in-depth knowledge of the role of surveillance in the constitution of modern societies and the condition of postmodernity.

Indicative readings
Foucault Discipline and Punish 1975 Allen Lane
Lyon Surveillance Society 2001 Open University Press
Bergalli and Sumner Social Control and Political Order 1997 Sage

Assessment: Two 2,500-word essays (50% each)
THEORIES OF POWER AND DOMINATION  (CRN 28457) (SACS & SCOF only)
Dr Peter Bratsis
Level 2, Semester 2
There is a vast multitude of topics and questions that students of politics and related disciplines may examine. If there is any single concept that is key to addressing all of these potential questions and topics, it is the concept of power. In this module, we examine contemporary theories of power, beginning with the foundational positions of those like Max Weber and Karl Marx and extending to the more recent contributions of those such as Antonio Gramsci, Michel Foucault and Louis Althusser. Substantive questions that will be examined include: the social foundations of political power, political power and the formation of the individual, and political power and the role of organization and bureaucracy.

Indicative Texts:

Assessment: a 3,000-word essay (40%) and a 2-hour exam (60%).

UNDERSTANDING THE SOCIAL WORLD 2 (COMPULSORY for SCOF, SACS, CRIMSOC, SOCRIM)
Gaynor Bagnall, Garry Crawford, Victoria Gosling
Level 2, Semester 2
This module focuses upon Contemporary Social Theory and its relevance for understanding key social and global issues today. Theorists considered include Adorno and the Frankfurt School, Wallerstein and World Systems Theory, Gorz, Bourdieu, Feminist Theory, Butler, Foucault, Beck and Goffman.

Indicative Reading

Assessment: One 2,000 word article review (from a choice of five discussed within the module – 50% of overall module mark); One 2,000 word written essay (50% of overall module mark)
CONTEMPORARY PRISONS AND IMPRISONMENT  (CRN 27420)
Dr Elaine Crawley
Level 3, Semester 1

This special option gives you the opportunity to substantially develop your knowledge and understanding of prison life, prison policies and day-to-day prison practices. As we go through the course we will examine not only the character of prison populations in the UK and in other parts of the developed world (particularly USA and the Russian Federation) but also the extent to which prisons are both culturally complex and emotionally-charged institutions, whose practices, routines and purposes are highly vulnerable to shifts in the political and judicial landscape. Finally, we will explore the effects of imprisonment, both on prisoners and on the work and personal lives of uniformed prison staff.

Assessment:
Two essays, each 2,500 words, equally weighted

CONTEMPORARY RESEARCH IN CRIME AND DEVIANCE (25493)
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Level 3, Semester 1

Students undertaking this module will engage with a number of contemporary research projects across a range of topics in crime and deviance. Each session will focus on a different “cutting-edge” study, either recently published or still in progress. The researchers will present their own work to the students, including “behind-the-scenes” difficulties and solutions; before discussing findings and methods in workshops. Topics may include:
Black Police Associations in the UK; gangs in Manchester; Muslims in prison; criminological comparison of Muslims in Britain and Pakistan; the police use of force; studying self-harm in women and the experiences of elderly prisoners.

Although the focus for reading will be around the research studies featured, indicative contextual reading includes:
Denscombe M (2003) The good research guide Maidenhead OUP

Assessment:
1) A pre-proposal for a research study, focussing on the research question and supporting literature (1500 words) (40%)
2) A final, complete proposal for a research study, building on the work of the pre-proposal and in light of feedback from the tutor (3000 words) (60%)

CORRUPTION IN CONTEMPORARY POLITICS  (CRN 17991)
Professor Jim Newell
Level 3, Semester 1

The aims of this module are:
1. To examine the competing definitions and characterisation of political corruption
2. To analyse the growth of corruption in contemporary politics, examining the causes of corruption, the dynamics of corruption and its impact (especially on advanced democracies in the west).
3. To assess attempts to prevent and control the spread of political corruption.
4. To examine a number of countries as case studies of the growth of political corruption.

Upon successful completion of the module students will have acquired a good knowledge of the different meanings of political corruption and the debate over how it is best defined. They will also have acquired an awareness of the spread of corruption in the last 10-15 years (and notably which countries have been most affected), the causes of that growth, how it manifests itself and what attempts there have been to control it and to what effect. They will, finally, have acquired an awareness of the impact of corruption on the functioning of specific democracies and the threat corruption poses to democracy in general.

Recommended reading

**Assessment:** one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)

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**ECONOMIC AND POLITICAL SIGNIFICANCE OF KINSHIP (CRN 23362)**

**Dr Gaynor Bagnall**

**Level 3, Semester 1**

Drawing upon a range of sociological and anthropological studies and perspectives, this module focuses upon the connections between family and kinship processes and economic and political institutions across a number of differing societies. Indicative content includes: Affinity as a Value and as a Political Strategy; The Significance of the Family in the Mediterranean; South Asian Kinship; Kinship in Communist and Post-Communist States; The State, Social Capital, Family and Kinship in Contemporary Britain; The Contemporary British Situation; Transnational Kinship.

**Indicative Reading**


**Journals:** Sociology; Global Networks; European Journal of Sociology; Feminist Theory; Journal of Mediterranean Studies

**Assessment:** Two 3,000 word essays (weighted at 50% of overall grade each).

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**EXPLORING HUMAN RIGHTS (CRN 28566)**

**Dr Jo Milner**

**Level 3, Semester 1**

This module offers an introductory overview of the historical origins and development of the fundamental principles of rights, and outlines the inter-related framework of international and domestic legal mechanisms for defending, promoting and protecting both ‘civil and political’, and ‘economic, social and cultural rights’.

It will evaluate the positive and negative dimensions of the corpus of human rights legal systems, and examine their role as a tool for the promotion and improvement of rights, whilst also highlighting the problems posed by the continuing violation of rights, and the uneven and variable means of monitoring and enforcement adopted by different nation states. The module adopts an interdisciplinary approach which takes into account sociological, anthropological, philosophical, political and legal perspectives, which provide a useful base for the further study of human rights. Key areas covered will include rights relating to anti-discrimination and equality, self-determination, access to medical treatment, torture and slavery.

**Indicative Reading**

Waters, M (1996) ‘*Human Rights & the Universalisation of Interests*’, *Sociology*, 30(3): 593-600

**Assessment:** Essay (3000 words, 70%); Oral presentation (30%)
GAMBLING AND PUBLIC POLICY  (23590)
Tony Syme
Level 3, Semester 1

The course studies the fundamental principles which inform Public Policy with respect to gambling and other controversial forms of recreation, paying particular attention to the Gambling Act 2005.

Assessment: Students are required to write one coursework essay (25% each of final mark) and one two-hour exam (75% of final mark).

NOTE: This module is taught by a member of staff from the Salford Business School. The content of the module, as indicated above, addresses issues in public policy and as such requires consideration of politics, legislation and economics.

GREEN WRITING (CAPPED at 40) (CRIMCULT AND SACS ONLY)
Professor Sharon Ruston
Level 3, Semester 1

This module explores the link between literature and environmentalism, looking at such concepts as globalization, consumerism, eco-criticism, apocalypse, capitalism, landscape, animals, vegetarianism, what it means to be human, urbanization, industrialization, and representations of nature. Beginning with Romantic-period literature and visual art, we discuss a range of cultural forms, including paintings, travel writing, guidebooks, poetry and novels. The module will also consider the issues concerning us today, such as environmental crisis, global warming, fuel debates, and vivisection, and the purpose of literature and literary criticism within today’s political debates.

Primary Texts will include:
Thomas Hardy, Under the Greenwood Tree, ed. Simon Gatrell (Oxford World Classics, 1999)
Cormac McCarthy, The Road (Knopf, 2006)

Assessment: The module will be assessed by a 2,500 word essay (50%) and a two-hour exam (50%)

RACE, ETHNICITY AND IDENTITY (*CRN TBC)
Dr Tina Patel
Level 3, Semester 1 (*TBC)

With a focus on matters relating to Race, Ethnicity and Identity, this module is concerned with developing student's theoretical understanding of racialised social exclusion and modes of resistance, especially in what is known as a post-MacPherson period. In studying this module, you will be considering the concept and use of ‘race’, including biological reductionism and the social construction of race, as well as race in political discourse. You will then go on to considering modes of resistance in relation to oppressive and discriminatory practices, for example in, education, the criminal justice system, and employment; and, the emergence of resistant identity(ies). In doing so, there will be a consideration of country specific case studies, including the USA, UK and selected European societies and South Africa. This will allow you to develop an examination of the roots and modes of reproduction and contestation of 'racial' inequalities in terms of their specificity and commonalities, focusing upon change and continuity in processes of 'racialisation'. The module also enhances student's writing skills, research techniques and methodological understanding by requiring them to produce a detailed biographical report.

Indicative Texts

Assessment:
(I) 2,250 word essay (50% weighting)
(I) 2,250 word bibliographical report (50% weighting)

* This module will be available subject to School approval.
SOCIAL INTERACTION (CRN 10279)
Dr Rob Philburn
Level 3, Semester 1

This module examines some key issues in the study and analysis of social interaction. Core areas looked at are Erving Goffman’s studies of face-to-face interaction and the work of Conversation Analysts, and studies influenced by these works. The module requires that students not only display a grasp of these and associated issues, but are also able to apply the knowledge and skills gained from the module in the collection, accurate transcription, and sustained analysis of their own data drawn from ‘real’ episodes of social interaction. Past students’ work has focused on data collected from a variety of social encounters, from radio phone-ins to cozy nights in with mates. Teaching is by a series of lectures, seminars and workshops. Although not a pre-requisite, those students who have already completed the level 2 module Identities and Interactions will find this module to be a natural extension of some of the issues treated there, with the focus here being more on the analysis of data.

Preliminary Reading

Assessment
Essay (40%), Transcription Exercise (10%), Audio/Videotape Project (3-5,000 words) which applies ideas introduced in the to a corpus of transcribed conversational data (50%)

THE SOCIOLOGY OF FORENSIC SCIENCES AND TECHNOLOGIES: NOT SO SILENT WITNESS (* CRN TBC)
Prof Alison Adam
Level 3, Semester 1 (*TBC)
Sociology of forensic sciences offers an understanding of the historical development of forensic sciences in the criminal justice system and a critical sociological analysis of contemporary forensic sciences and technologies, including the considerable debate that surrounds a number of these, as applied within the criminal justice system. This includes biological, physical, statistical, informational and ethical aspects of the subject. The module examines contemporary debates on the use of forensic evidence e.g. the development of the use of scientific evidence in legal cases, the organization of forensic science in the UK and internationally, biometric identification techniques including fingerprinting and DNA profiling, ‘junk science’, the construction of ‘certainty in scientific and medical expertise, the use and abuse of statistics in legal cases, forensic computing, databases and surveillance and forensic science and the media.

Indicative texts

Assessment
50% 2,500 essay: 50% 2 hour exam

* This module will be available subject to School approval.
SPORT, LEISURE AND THE MEDIA (CRN 26157)
Dr Garry Crawford and Dr Gaynor Bagnall
Level 3, Semester 1

Sport, Leisure and the Media will provide students with a critical understanding of the contemporary and historical relationship that exists between sport, leisure and the mass media, as well as various forms of popular culture such as film, music and literature. Sociological and cultural theories will be critically applied to the study of, and relationship between sport, leisure and the mass media. The module will examine the changing nature of sport and leisure, sport, leisure and the mass media, gender, sport and leisure, sport and leisure in consumer culture, the meaning and use of sport and leisure sites, deviant leisure, new media, digital gaming and the Internet, fan and celebrity culture, tourism and cultural change, and the tourist experience.

Indicative Texts

Assessment:
Two 2,500 word essays (50/50 weighting)

VISUAL REPRESENTATION (CRN 22253)
Prof Greg Smith & Dr Andrew Clark
Level 3, Semester 1

Visual Representation considers a range of themes and issues in the use of visual materials in accounting for social phenomena. These include the use of photography and film as evidence, the interpretation of visual imagery, methods of analysis of visual data (content analysis, semiotics, ethnography, ethnomethodology), and the relationship between words and images. These matters will be addressed through a range of work in sociology, anthropology and cultural studies.

Preliminary Reading

Assessment: Critical review (1500 words, 25%); Portfolio of class exercises (1000 words, 15%); Pictorial project (3000, 60%)

WOMEN BEHAVING BADLY IN NINETEENTH-CENTURY FICTION (18630) (CRIMCULT AND SACS ONLY)
Dr Janice Allan
Level 3, Semester 1

This module aims to further your understanding of the position of women in Victorian literature and society and to enhance your ability to analyse literary and cultural texts at a high level. In addition, it aims to enhance your awareness of, and ability to engage with, constructions of deviancy (and their ethical, ideological and aesthetic implications) as well as relevant debates circulating around gender and representation. In the course of the module, we will explore a diverse range of canonical and popular texts written by both men and women and you will have the opportunity to relate their fictional strategies to a range of contextual and conceptual frameworks. At the same time, the module aims to equip students with a range of key employability and personal development skills.

This module builds upon material covered in Victorian Literature and, while not a pre-requisite, students who did not take this module may feel themselves to be at a disadvantage.

Primary Texts:
William Makepeace Thackeray, Vanity Fair (1847) (Penguin)
Ellen Wood, East Lynne (1861) (Broadview Literary Editions)
Mary Elizabeth Braddon, Aurora Floyd (1862-3) (Broadview Literary Editions)
Materials relating to the Road Murder of 1860 (provided on Blackboard)

This module has four forms of assessment:

i) Seminar Contribution: worth 10% of your overall grade. In order to contribute to our seminars, you will need to be present and a register will be taken at both lectures and seminars. Please note that your contribution does not have to be brilliant or even ‘right’ in order to count. If you have attended the lecture and read the set texts, you are in a position to contribute. Indeed, an intelligent question counts as a contribution.

ii) A 15-20 minute Oral Group Presentation worth 25% of your overall grade. Further information about presentations is available below but please note that you will be informed in Week One about where and how to sign up for your
presentation. Presentation groups will consist of 2 or 3 students and the groups are self-selecting.

iii) A 500 word Essay Proposal (including bibliography) that is worth 5% of your overall grade.

iv) A 3000 word assessed essay worth 60% of your overall grade.
CONSTRUCTING GUILT AND INNOCENCE (CRN 26156)
Dr Chris Birkbeck
Level 3, Semester 2

The typical criminal trial is primarily a contest between the prosecution and the defence over whether or not a crime was committed and whether the accused is guilty. Each side uses narrative, rhetorical and argumentative strategies to construct its own version of the events and to present claims about the guilt or innocence of the defendant. Judges and juries must also do the same when they pronounce on a case, and third parties such as the public or the media often engage in a similar exercise. This module examines the strategies used to construct guilt and innocence, paying particular attention to their sociological underpinnings. Case studies will be an important part of the module’s content. Films, documentaries and visiting speakers will also be incorporated into classes. There will be an opportunity to stage some mock trials in a local courtroom.


Assessment:
Two, 2,500 word essays (50/50 weighting)

ETHNICITY AND CRIME (CRN 25538)
Dr Muzammil Quraishi
Level 3, Semester 2

Students of this module will examine the significance of ethnicity and race within criminology. Historical contributions to understanding racism, xenophobia and discrimination will be assessed against contemporary issues of offending and victimisation within national and international contexts. Topics include: colonialism and criminal tribes, martial races theory, critical race theory, international race relations policies, racist victimisation and racially motivated violence.

Assessment: One 3,000-word essay (70%); one reflective diary (1,500 words; 30%)

MODERNITY AND ITS DISCONTENTS (CRN 24585)
Dr Carlos Frade
Level 3, Semester 2

Theory without tears through films, original texts, critical analyses and informed debates! This course introduces students to a number of key social and political thinkers who have sought to understand the singularity of the modern epoch, its promises and its dark sides. The course consists of three major parts:

i. Individualism, Liberalism and Fascism. It includes film on the living conditions on the cotton mills, visit to the Quarry Bank Mill and Styal Estate, and a fascist propaganda documentary. Key source: Polanyi’s The Great Transformation.

ii. Rationalisation, large metropolis, colonialism, and the possibilities for individuality and self-determination. Film ‘Berlin: Symphony of a City’. Key sources: Weber on the Protestant ethic and on bureaucracy; Simmel on culture.

iii. Modernity, the Holocaust and Nazi’s criminal politics. Film Shoah (survivors’ testimonies and interviews with the greatest holocaust scholar, the late R. Hilberg). Key sources: Hilberg’s The Destruction of the European Jews and Badiou’s Polemics.

The module is expected to help students identify and critically assess some of the major problems and prospects of modern and contemporary capitalist societies.

Assessment: Review Essay (2,000 words) 40%; Coursework Essay (3,000 words) 60%.
POLICE AND THE MEDIA (CRN 24617)
Dr Megan O’Neill
Level 3, Semester 2

Police and the Media offers students the opportunity to study the ways in which broadcasters have dealt with the challenge represented by modern policing. The syllabus concentrates on factual and fictional (dramatic) programming. Students are given the opportunity to explore a range of television series and documentaries which are the product of on-going negotiation between journalists, producers and the police. Working through an historical framework, students will note the ways in which this relationship has changed and what these changes mean for broadcasting and, beyond that, to the public’s understanding of the role of the police.

Assessment: Essay on fictional programming (2,000 words) (40%), essay on factual programming (2,000 words) (40%), group presentation and report (1,500 words) (20%) (NOTE: these assessments are provisional and subject to change).

NOTE: Teaching for this module, which is a dedicated module for ESPaCH students, is partly delivered by staff from the School of Music, Media and Performance and is informed by the disciplinary interests of that School.

REGENERATING COMMUNITIES (CRN 25406)
Dr Karl Dayson
Level 3, Semester 2

In recent years the government has invested millions in regenerating much of inner city Britain. Alongside the physical renovation the social renewal of communities has also been prioritised. This module explores three aspects of this community regeneration: the development of social networks and capital; the role of cultural capital and the cultural industries; the growth of community finance initiatives.

Indicative Reading

Assessment: Design of Research Proposal together with outline methodology (2,500 words) (50%), Essay (2,500 words) (50%)

REPRESENTING THE HOLOCAUST (CRN 24402) Note: This module is open to all students across the School of ESPaCH
Dr Jane Kilby, Prof Antony Rowland
Level 3, Semester 2

Many critics have argued that the Holocaust is beyond representation. Despite this, imaginative responses to the Holocaust have proliferated during the post-war period. This module will explore this paradox across a variety of literary genres, including poetry, the novel, testimony and the comic book. It will help students to understand the connections between literary and non-literary cultural forms in relation to Holocaust representation: the course will also examine film, memorials, art, photographs and cultural theory. It will ask the question as to whether representing the Holocaust produces different narrative strategies for survivors of the camps, as opposed to more recent, ‘postmemory’ and post-Holocaust writers. Key problems encountered by the various writers and artists will also be discussed, such as the difficulties of representing traumatic history, the dangers of appropriation, and the repercussions for traditional generic forms when engaging with the Holocaust.

Primary Reading/Viewing List
Primo Levi, If This is a Man (Abacus)
Claude Lanzmann (dir.), Shoah
Steven Spielberg (dir.), Schindler’s List
Art Spiegelman, Maus II (Penguin)
Also a course booklet including photocopies from/of the following texts:
Dora Apel, Memory Effects: the Art of Secondary Witnessing
James Young, The Texture of Memory
Sylvia Plath, ‘Lady Lazarus’, ‘Mary’s Song’, ‘Daddy’
Binjamin Wilkomirksi, Fragments
Carolyn J. Dean, ‘Empathy, Pornography and Suffering’

Assessment
4,000 word project (75%) and a 1,000 word reflective statement (25%)
RISK SOCIETY  (CRN  27506)
Prof Rob Flynn
Level 3, Semester 2

In recent decades, within advanced industrial societies, there has been increased public concern with risk in many areas of social life. Leading social theorists like Beck and Giddens have identified risk as a dominant feature of modernity and late-modern society. This module examines sociological and broader social science perspectives on risk. It considers the major conceptual and theoretical approaches to risk, and then discusses examples of debates and evidence about risk, risk perception and the social amplification of risk in areas such as health, new technologies and crime.

Preliminary Reading:

Assessment: 1 critical review (1,000 words; worth 20%); 1 coursework essay (2,500 words; worth 30%) and one 2-hour examination (worth 50%).

SOCIOLOGY OF EMBODIMENT  (CRN 14562)
Prof Greg Smith & Prof Alsion Adam (jointly with Ms Julie Jones, School of CHSSC)
Level 3, Semester 2

The module offers the opportunity for students to apply sociological concepts and theories to their own observations and experiences of embodied social life. You will study social constructionist approaches to the human body and examine the effects of modern/postmodern fragmentation of the body. Topics covered include civilising and disciplining processes and effects on the body, fashion, body building, sport, dance, ageing and, illness.

Indicative Reading: Crossley, N (2006) Reflexive Embodiment in Contemporary Society

Assessment: One project 66.7%; One film review 33.3%.

VIOLENCE AND SOCIETY  (CRN 25492)
Dr Neal Hazel
Level 3, Semester 2

“Violence” is a disputed term in our society, sometimes used to cover a wide spectrum of actions from playground name-calling to war-time genocide. Students taking this module will consider several different forms of violence, normative thresholds within our society, issues in policing violence, problems involved in researching violence, and what it all means for the victims of violence.

Topics may include:
The various definitions of violence; theories of violence; violence involving children; violence against women; sexual violence; racist violence; war and war crimes; terrorism; political violence; victims of violence; policing mass violence; profiling of violent crimes; researching violence.

Indicative reading includes:

Assessment: 1) Essay (2,500 words) 50%, 2) Exam 50%
LEVEL 3: INDEPENDENT STUDY MODULES

DISSERTATION (CRN 14558)
Level 3; Semesters 1&2
For further information see end of section

The aim of the dissertation is to give students an opportunity to display their ability in the collection, handling and ordering of material, and to be an exercise in the communication of ideas. The student should aim to show a good knowledge of published material on the subject matter of the dissertation; to give evidence of an ability to explore and to present sociological argument and to relate it to an examination of empirical data provided either by fieldwork or by the use of documentary evidence. The dissertation counts as one module in each semester.

Assessment
7-14,000 word dissertation, typed and bound in an approved format.

ENTERPRISE PROJECT (CRN 14557)
Level 3; Semesters 1&2
For further information see end of section

The module requires the application of sociological theory and research techniques to the actual research issues encountered by students undertaking field research.

The module is designed to enable students to:
- have direct personal experience of field research
- learn how to work effectively with others in the production of research
- differentiate and meet the requirements of various commissioning bodies involved in the research
- produce research reports according to agreed objectives

The project counts as one module in each semester.

Assessment
Assessment is by research reports. Students will provide a written interim report in teaching week 15 and a research report for the commissioning body together with an academic report on the research process in teaching week 30. The interim report contributes 10% of the total mark, the academic report 40% and the report for the commissioning body 50%.

GROUP PROJECT (CRN 10302)
Level 3; Semesters 1&2
For further information see end of section

Group projects are pieces of research carried out by two or more students in collaboration. They require students to identify and develop a research topic; to identify appropriate research methods; to carry out research, to present the research and its findings orally and in a written form.

The module is designed to enable students to:
- develop co-operative skills in the management and completion of group work
- review and utilise literature in the development and analysis of their project
- use presentational skills
- exercise research skills

Preliminary Advice
Consult Rob Philburn for further details of the operation of the module and see below.

EXTENDED ESSAY (CRN 28618 / 28619)
Level 3, Can be taken as an option in either Semester 1 or 2

The Extended Essay module will allow the student extended space (in terms of both word length and time) to discuss and analyse a Sociological or Criminological topic beyond that allowed in a conventional essay. There are no lectures on this module. Rather, the student will work independently to research for and produce an in-depth single essay on a topic that has been agreed upon by the module convenor and supervisor. Once the particular topic has been agreed upon with the supervisor (a member of academic staff from the Sociology Subject Group), the student will meet on a regular basis with his/her supervisor to provide updates and receive any necessary guidance. This module is very much for those who feel able to work independently in the production of a single piece of work on which all the marks for the module will rest. Module aims include:
1. To allow the student to pursue a delimited Sociological or Criminological topic of his/her choice (the precise topic and essay title to be agreed upon with the relevant supervisor), thereby pursuing his/her own academic interests and consolidating and developing his/her learning over levels one and two.

2. To give the student the opportunity to work independently in the identification, presentation and critical evaluation of published scholarly material on his/her chosen Sociological or Criminological topic.

3. To provide the student with an opportunity to present a detailed discussion of his/her chosen Sociological or Criminological topic, including a review of the appropriate academic literature, an exploration of relevant concepts and theories, and ultimately the presentation of his/her own well-informed and defensible argument.

4. To provide enhanced supervision by providing the student with a dedicated supervisor (in much the same way as the dissertation module provides).

5. To allow the student to show some creativity and originality of thought in and through Sociological argumentation.

6. To increase employability by providing an opportunity for the student to produce a piece of work which he/she may use as a platform for workplace or postgraduate study

**Assessment**

Single extended essay – 5000 words

**Preliminary Advice**

In the first instance consult Dr Rob Philburn if you are interested in this module.

As with the Dissertation, Enterprise Project and Group Project, a minimum average mark for level 2 of 55% is required to be eligible to take this module.
Irrespective of degree programme, anyone wishing to undertake a sociology dissertation in Level 3, 2009-2010:

**MUST**

1. Contact Dr Rob Philburn (Crescent House, 210), as soon as possible for initial advice on potential supervisors for the dissertation.

2. Then, contact potential supervisors to discuss the feasibility of the topic, prepare an outline plan and consult on ethical approval.

3. Once that member of staff has agreed to supervise your dissertation, submit a dissertation proposal form and ethical approval form(s) (which must be completed and signed together with your supervisor) to the School Office by 2pm on **Fri 15th May 2009** (forms are available from the School of ESPaCH office)

**No dissertation proposals or ethical approval forms will be accepted after this date**

Please note that approval to proceed with work for the dissertation will depend on achieving a Level 2 mark of 55% or more, and is subject to written authorisation from the School Administrator. Students will be notified subsequent to the meeting of the Board of Examiners for their degree programme.

**NOTES ON THE PREPARATION AND PRESENTATION OF DISSERTATIONS**

1. **Purposes of the dissertation**
   The aim of the dissertation is to give students the opportunity to display their ability in the collection, handling and ordering of material, and to be an exercise in the communication of ideas. The student should aim to show a good knowledge of published material on the subject matter of the dissertation; to give evidence of an ability to explore and present sociological argument; and to relate argument to data provided either by field work or by the use of documentary evidence. The dissertation counts as one module in each semester of Level 3; a total of 40 credits.

   **Intended learning outcomes:**

   On completing the Dissertation, students will be able to:
   - Demonstrate the ability to undertake literature searches and reviews of the topic selected for investigation
   - show a detailed understanding of the substantive knowledge of and information about the topic
   - critically analyse alternative theories and explanations connected with the topic
   - present and analyse relevant empirical evidence from fieldwork and/or secondary/documentary sources
   - show an awareness of methodological and (where appropriate) ethical issues in the collection of information
   - work independently with supervision in the investigation of a defined topic
   - demonstrate the ability to collect, analyse and present complex information in a systematic way
   - show the ability to manage own learning, meeting deadlines

2. **Seeking Advice on Topics**
   Students are expected to identify the topic for their dissertation and to begin to consider its feasibility during the first half of the **second semester of Level 2**.

   Students may, if they wish, discuss proposed topics with members of staff and seek initial advice from the Undergraduate Co-ordinator, Rob Philburn. All students must have a supervisor for their dissertation and the usual practice is for a student to identify a member of staff whose research/teaching interest are related to the student’s proposed topic area. The Undergraduate Co-ordinator, Rob Philburn, can assist the student in this. Both the dissertation topic and the name of the proposed Sociology supervisor (whose permission and signature must be obtained) must be registered with the School Office on the approved dissertation proposal form. Any subsequent alterations must be notified to the School Office in writing.

3. **Registration**
   Registration of the dissertation must take place in Semester 2 of Level Two of the programme of study. Registration means submitting the dissertation proposal form to the School Office giving the preliminary title of the work and the name of the member of staff who is to supervise it, plus the signature of the said staff member indicating his/her willingness to act as supervisor. NO change or transfers can take place unless a new registration procedure is enacted on exactly the same lines as above, plus the written consent of the original supervisor to the transfer.

   **Only those students obtaining a Level 2 mark of 55% and above will be permitted to undertake a dissertation. Students will be informed if they have approval to proceed after the Examination Boards.**
4. **Supervision**

All students writing a dissertation must secure the services of a supervisor - a member of academic staff who is willing to advise on the preparation and writing of the dissertation. Students should meet regularly with the supervisor to check on the progress of the work. The role of the supervisor entails helping the student to define the topic of the work, suggesting initial relevant literatures for the student to consult, advising on literature searching and reviewing, helping the student to identify and undertake appropriate research methods, reading draft chapters of the dissertation (to specified deadlines) during the ‘writing up’ phase. In addition to the scheduled supervision meetings, the dissertation necessarily involves extensive independent study with the direction and constructive advice of the supervisor.

5. **Ethical approval**

All dissertations are subject to ethical approval. The ethical approval procedure consists of two stages: Stage one requires the completion of a special form and consultation with your intended supervisor on possible ethical issues with your planned dissertation. This consultation must be sought at the same time as your initial discussions with your supervisor about your proposed dissertation topic and before completing and submitting your dissertation proposal form (see above). At this first stage, if your supervisor feels there are ethical issues with your dissertation that require formal approval, you will be asked to complete a second form, which will initiate stage two of the ethical approval process. Stage two will take place after you have completed and submitted your stage one form and dissertation proposal form and will involve academic staff considering your dissertation plans and deciding whether ethical approval can be granted.

Both the stage one ethical approval form and, if required, the stage two form must be submitted to the ESPaCH main office at the same time as your dissertation proposal form, i.e., no later than 2pm on Fri 15th May 2009

6. **Submission**

The length of the dissertation is between 7,000-14,000 words. **Any student who submits a dissertation of fewer than 7,000 words or over 14,000 words runs a serious risk of losing marks on that account alone.** Students are advised to consult the subject specialist librarians in the University libraries for advice on finding source materials for their dissertation.

Two word processed copies must be handed to the School Office on or before the final submission date. Work should be handed in using the usual cover sheet for all submitted assignments.

The **CLOSING DATE** for submission of the completed dissertation is **no later than 2pm on Fri 7th May 2010.**

The **DISSERTATION** should be word-processed in **DOUBLE LINE SPACING** with 1” margins on A4 paper. Pages should be numbered in sequence, and together with any maps, diagrams and tables, professionally bound. Maps and diagrams should be drawn using the relevant computer software The School Office (310, Crescent House) provides a binding service for dissertations for a small fee.

7. **Format**

The dissertation should include at the beginning a **TITLE PAGE**, a list of **CONTENTS** (with page numbers), a list of maps, diagrams etc., acknowledgements, and, at the end, a list of references and a **BIBLIOGRAPHY**. The title page should include, apart from the title of the dissertation, the student's name and the year in which the dissertation is presented, a statement such as:

*Dissertation presented in the University of Salford for the degree of BSc (Honours) in Sociology.*

Photographs, photostat reproductions and other illustrative material should be carefully mounted, photocopied or scanned. Sellotape or other adhesive tape should not be used.

TWO COPIES must be submitted to the School by the relevant closing date. The University will retain one copy and the other will be returned to the candidate.

**QUOTATIONS** from published sources which are incorporated in the text should be typed in single spacing and inset. Quotations, controversial arguments and facts not generally known should be acknowledged by references. You must observe the usual scholarly conventions in the presentation of your work. You must comply with University rules on plagiarism (see your Programme Handbook, School Handbook and the [http://www.academic.salford.ac.uk/aqa/sections/28_conduct_assessed_work.pdf](http://www.academic.salford.ac.uk/aqa/sections/28_conduct_assessed_work.pdf)). All cases of alleged plagiarism are referred to the University Disciplinary Committee which can recommend the termination of a student’s candidature for a degree.

**REFERENCES** should follow the Harvard system, e.g:

(a) **Journal article**


(b) **Book**

Chapter in a book

All references should be listed at the end of the dissertation in alphabetical order.

This system permits citation in the text of the dissertation as follows: Wright (1980), (Wright, 1980), Wright (1980: 177) or (Wright, 1980: 177) as appropriate. A footnote is then unnecessary. When footnotes are necessary for other reasons they should appear at the end of the text and before the references. A guide to the Harvard system of referencing can be found at http://www.als.salford.ac.uk/referencing/.

NOTE In the interests of accuracy and to avoid having to waste time checking sources, very careful note taking is required when material is being collected. Be careful to record accurately name of author, title of work, etc.

The source of map or statistical tables should be acknowledged on the page concerned.

Before submission, the text, references and bibliography should be CAREFULLY CHECKED for typing errors.

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ENTERPRISE PROJECT
Any student interested in undertaking an Enterprise Project should see Rob Philburn to discuss the research opportunities. After discussion any student wishing to undertake the Enterprise project must register their interest with the School office using the Enterprise Project Proposal form. The Enterprise Project is an option for students achieving an average of 55% or more in Level 2 modules. Students will be informed after the Examination Boards whether or not they are allowed to proceed with the Enterprise project. As with the Dissertation, before registering for this module, students must secure the services of a supervisor - a member of academic staff who is willing to advise on the preparation and writing of the Enterprise Project. Students should meet regularly with the supervisor to check on the progress of the work. The Enterprise Project involves extensive independent study with the direction and constructive advice of the supervisor.

All Enterprise Projects are subject to ethical approval. The ethical approval procedure consists of two stages: Stage one requires the completion of a special form and consultation with your intended supervisor on possible ethical issues with your planned Enterprise Project. This consultation must be sought at the same time as your initial discussions with your supervisor about your proposed Enterprise Project topic and before completing and submitting your Enterprise Project proposal form. At this first stage, if your supervisor feels there are ethical issues with your Enterprise Project that require formal approval, you will be asked to complete a second form, which will initiate stage two of the ethical approval process. Stage two will take place after you have completed and submitted your stage one form and Enterprise Project proposal form and will involve academic staff considering your Enterprise Project plans and deciding whether ethical approval can be granted.

Both the stage one ethical approval form and, if required, the stage two form must be submitted to the ESPaCH main office at the same time as your Enterprise Project proposal form, i.e., no later than 2pm on Fri 15th May 2009

Any queries about the project or procedures should be directed in the first instance to Rob Philburn.

A Guide to Enterprise Projects

What are they?
In a broad sense they are pieces of research undertaken by students for organisations and agencies outside the University. The research brief is in the first instance set by the agency.

A Directory of agencies is kept by Volunteering@salford which is located in Maxwell Hall (side entrance). Contact Amanda Bickerton (A.L.Bickerton@salford.ac.uk) for advice on securing a research opportunity.

What do students do?
Students are required to produce a report on the agreed issue for the voluntary agency by the specified time. The report gives an account of the research undertaken, the findings and (usually) recommendations for action.

Additionally the student writes for us (the Sociology Subject Group in the School of ESPaCH) an academic report which is in the form of a commentary on the research process. There is a lot of freedom about how this is done; it might, for example, include extracts from a research diary but overall the intention is for students to put their work in context and to reflect on what they have done. The style of writing and referencing is academic, with references, bibliography etc. following the Harvard system (see part 7 of the Dissertation regulations in this booklet)
We do not specify numbers of words for these pieces of work but the combined length should not exceed the length of the dissertation. So, with some leeway it is suggested that students work within a maximum of 4,000 – 5,000 words for the research report and a maximum of 6,000 – 7,000 words for the academic commentary.

How do they do it?
The first point of contact for students is the Enterprise Tutor, Rob Philburn, who will make the referral to Volunteering@salford. After this referral the student will visit the chosen agency for preliminary discussion, usually accompanied by a representative from Volunteering@salford. If the visit is satisfactory to all parties the student contacts Rob Philburn who will refer the student to possible supervisors for the research. The student has to secure the agreement of the member of academic staff to serve as supervisor.

Duties of Supervisor
To ensure, as far as possible, that student meets deadlines for the submission of work.
To impress on student that they must keep appointments etc., that they have made for the research
To give advice on literature, analysis, writing up
To consult with Tutor, if necessary, about any difficulties about the research setting
To act, in consultation with Tutor, on behalf of the student in case of difficulty
Supervisors should draw up, in consultation with Tutor, agency and student a ‘research contract’, making clear what the student can deliver in the time available.

Assessment and coursework requirements
Assessment is by Research reports
- 1,000-word interim report, word processed, submitted by the final day of semester 1’s teaching in Level 3.
This should give an indication of work undertaken so far, including literature searches; work in progress; plans for future work; timetable for completion of work.
This report contributes 10% of the overall mark for the Enterprise Project
- Research Report of 4,000 – 5,000 words for the commissioning body.
The research report contributes 50% of the overall mark for the Enterprise Project.
- Academic report of 5,000 – 7,000 words for the School of ESPaCH.
The academic report contributes 40% of the overall mark for the Enterprise Project.

The CLOSING DATE for submission of the Research Report and Academic Report is no later than 2pm on Fri 7th May 2010.

GROUP PROJECT
Any student interested in undertaking a Group Project should see Rob Philburn in the first instance. A Group Project research proposal (see below) must be submitted to the School Office. All prospective members of the group should sign this proposal. The proposal form is available from the School Office. As with the Dissertation and Enterprise Project, before registering for this module, the group must secure the services of a supervisor - a member of academic staff who is willing to advise on the preparation and writing of the Group Report. Students should meet regularly with the supervisor to check on the progress of the work. Like the Dissertation and Enterprise Project, the Group Project involves extensive independent study with the direction and constructive advice of the supervisor.

All Group Projects are subject to ethical approval. The ethical approval procedure consists of two stages: Stage one requires the completion of a special form and consultation with your intended supervisor on possible ethical issues with your planned Group Project. This consultation must be sought at the same time as your initial discussions with your supervisor about your proposed Group Project topic and before completing and submitting your Group Project proposal form. At this first stage, if your supervisor feels there are ethical issues with your Group Project that require formal approval, you will be asked to complete a second form, which will initiate stage two of the ethical approval process. Stage two will take place after you have completed and submitted your stage one form and Group Project proposal form and will involve academic staff considering your Group Project plans and deciding whether ethical approval can be granted.

Both the stage one ethical approval form and, if required, the stage two form must be submitted to the ESPaCH main office at the same time as your Group Project proposal, i.e., no later than 2pm on Fri 15th May 2009

All members of the group must obtain an average of 55% or more in the Level 2 assessments. Students will be informed after the Examination boards whether or not they are allowed to proceed with the Group Project.

Any queries about the project or procedures should be directed to Rob Philburn.
GROUP PROJECT PROPOSAL OUTLINE
To include:
Names and addresses of all group members
Title of research project
Brief description of Project (not more than 1,000 words), to include
- central hypothesis
- contextualising literature
- methods of investigation
- justification for proposed methods
- initial bibliography

Notes on the preparation and presentation of Group Projects
Group projects are research works carried out collaboratively by two or more students. Students are required to produce a written proposal for the research which is to be submitted to the School Office. Subject to approval of the proposal and all members achieving an average mark of 55% or above at Level 2 the group members undertake the research and produce an interim research report, a final research report, and make a presentation. The research report is expected to give a detailed descriptive account of the nature and purpose of the research; to locate the research in appropriate sociological secondary sources; to present a critical analysis of research findings; to give a critical account of the research process; and to show evidence of group work in the production and product of research.

Timetable of events
The Group Project is carried out over the two semesters in Level 3. The dates of specific stages of the project are given below together with their weighted contribution to the total Group Project:

Group Project proposal to be submitted to the School Office on or before 2pm on 15 May 2009. All the proposed group members must sign the proposal. The project proposal contributes 5% of the final mark.

The Group Project tutor will inform group members whether or not the proposal is suitable for development into a Group Project.

Assessment weighting
- Research proposal contributes 5% of the final mark
- The interim report contributes 15% of the final mark.
- The final research report contributes 40% of the final mark.
- A presentation contributes 25% of the final mark.
- Peer group mark – contributes 15% of the final mark

Assessment Timetable
Group Project proposal to be submitted on or before 2pm on 15 May 2009
Final research Report to be submitted on or before 2pm on 7th May 2010
Other deadlines – see Dr Rob Philburn

Reminder
NB: all members of the group must obtain an average of 55% or more in Level 2 assessments. Failure to do so will disqualify a member from participation in the project.